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ABSTRACT

A compilation and categorization of adult and child interests in the various educational activities and programs of the Brandywine School District (Michigan), the study has implications for improvement of the Brandywine adult education program. A lack of participation in the adult education program has created a need for revision. A questionnaire surveyed personal information, past adult education participation, respondent awareness of the program, and most suitable days for participation. Of 2,116 questionnaires mailed to heads of households, 381 were returned. Of the 590 questionnaires contracted to be delivered by the fifth grade class, 31 percent were returned by the children, while only 13 percent of the mailed questionnaires were returned. Data indicated that 27 percent of the respondents had attended adult classes; 63 percent of the respondents had not. Monday and Tuesday appeared to be the most favorable evenings for program planning. Home improvement (gardening, home repair, landscaping, interior decorating, furniture upholstering, and furniture refinishing) was rated highest by adults. Children's interests were swimming and roller skating. Limitations of the study were the high percentage of nonrespondents, the lack of a followup to the initial request for data, and some difficulties encountered by respondents in using the questionnaire. (EA)

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A STUDY OF OPINIONS AND PREFERENCES REGARDING THE ADULT EDUCATION PROGRAM OF THE BRANDYWINE (MICHIGAN) SCHOOL DISTRICT

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CHAPTER I

BACKGROUND INFORMATION

For the past few years the Brandywine School Corporation has sought to improve its adult education program. This study was conducted with the cooperation of Jerry Skarbek, Brandywine Community School Director, and the assistance of Gerald O. Dudley and Charles DuVall, Associate Professors of Education, Indiana University at South Bend.

The area covered by this study is known as the Brandywine Public School District, #48, Berrien County Michigan. This district is bounded on the north by the Niles, Michigan city limits, and on the south by the Indiana state line. Its eastern boundary runs roughly along Gumwood Road and its western boundary runs along the St. Joseph River, west in Briar Road and south along Portage Road.

Michigan school districts are dependent upon the millage system. A mill is 1/10 of a cent. A tax of one mill is a tax of 1/10 cent on each dollar, or $1.00 on each $1,000.00 of state equalized valuation. According to the Michigan Constitution, the property tax rate for county, township and schools may not exceed 15 mills without vote of the people. Because the adult education program is tax supported, the activities should reflect the needs and interests of the populace.

The current Brandywine Adult Education schedule offers a wide variety of classes. As in all agencies which serve the public; however, it was necessary to assess the needs, consider current trends, and to develop programs within this framework.

PURPOSE

The purpose of this research study was to compile and categorize adult and child interests in the various educational activities and programs under the auspices of the Brandywine Community School Director.

OBJECTIVES

1. Which instrument proved to be most effective in obtaining the data required for the study?
2. What programs and services did Brandywine agencies have to offer the residents of the community?
3. Which activities appealed to the adult population within the community?
4. Which activities appealed to the youth within the community?
5. Which method of distribution, general mailing or personal contact, produced the most returns?

SIGNIFICANCE

A lack of participation in the Adult Education Educational Program in the Brandywine School Community brought about the need for a revision in its existing program. This evaluation

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should be of value to the Brandywine School Corporation since it provides an evaluative summary of the opinions of those who would be participating in the newly developed program.

Hopefully, this study will be meaningful to directors of other adult education, not only for the conclusions obtained, but also as a model for evaluating their own programs.

Limitations of the study. The limitations of any investigation conducted by the use of naomative survey techniques existed in this study. A further limitation resulted from the fact that the reliability of the data depended upon the accuracy with which the respondents (adult household members) responded to the instrument.

Further limitations may well be the difficulty, if not impossibility, of generalizing to the population as a whole because of the high per cent of non-respondents. Another limitation was the use of "jargon" and abbreviations which may have caused confusion among respondents.

While the use of both mail and hand (student) distributed responses resulted in a fine educational experience for the children it may well have influenced the results by skewing them in favor of the responses of this subpopulation. Another serious limitation was the high degree of non-deliveries among the mailed instruments, as well as the lack of a follow-up to the initial request for data

If this study were replicated, some changes would be necessary to improve the design of the questionnaire. The instructions should have been more explicit in regards to a response of "No Interest". In a case of no interest it would not have been necessary to elicit an adult/child response.

The use of initials confused many of the respondents. For example, G.E.D. Preparation should have been stated as General Education Development Preparation, and T.O.P.S. should have been stated as Take Off Pounds Sensibly (TOPS).

The use of P.T.A. and P.T.O. was unnecessary repetition. Since P.T.A. is prevalent in the area it would have sufficed to have used just those initials.

The space provided for suggestions should not have included interest blocks. The words, "Your Suggestion" should have been followed by a blank line where suggestions could have been easily written.

DEFINITION OF TERMS

closed form questions - Responses are made to a set of provided answers. The information that is desired may be more easily counted, tabulated, and analyzed. (Best, 1959, p.144)

open form questions - Used for intensive studies or exploration of novel problems. Each answer is a written description, and space is usually available for free response. (Best, 1959, p.144)

questionnaire - A list of planned, written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply, commonly used in survey studies and in the measure of attitudes and opinions. (Good, 1973, p.465)

respondent - Any recipient of a questionnaire who actually replies to the questionnaire. (Good, 1973, p.496)

non-respondent - A recipient of a questionnaire who does not reply. (DuVall, 1973, p. 139-148)

needs analysis - An investigation of adult and children interests in the community.

Adult Education - The developing and cultivating of the various physical, intellectual, aesthetic, and moral faculties and the economic welfare of adults living in the community. (Good, 1973, p. 16)

CHAPTER II

REVIEW OF LITERATURE

Surveys may have had their beginnings centuries ago in a particular garden in the Middle East. The questionnaire may have resembled this:

QUESTIONNAIRE

Check the appropriate box:	Yes	No
1. Do you like apples?		
2. If offered an apple by a stranger, would you accept it?		

Surveys were used in the Roman Empire, in industrial England, and in agricultural America. With the refinement of techniques, they have become diagnostic and prognostic devices in politics, marketing, and social planning. (Carithers, p.5)

Any agency or corporation which serves the public needs to be aware of the pulse of the community to which it is responsible. The Brandywine School Corporation was interested in finding information concerning the characteristics, attitudes and opinions of the people in Brandywine. Its concern was to develop programs which best serve the community.

Carithers states that there are three critical reasons for frequent surveying and all of them pertain to the conditions of the 1970's.

First, there is the trend to long-term planning and the development of the technology and systems approach that makes long-term planning possible. Keeping a finger on the pulse of constituent populations is necessary for making changes that are politically and/or socially acceptable and for continued financial support.

Second is the change in the social structure and the informal communications system of that social structure.

Third involves the emotional climate of our time. We call its various manifestations "student unrest," "teacher militancy," "voter resistance," "parent concern." This emotional climate may very well be created or affected by the informal communications system and its function in resolving conflicts. (Carithers, 7)

There are four main methods for securing information: 1.) personal interview; 2.) observational methods - recording devices; 3.) telephone interview; 4.) mail questionnaire. The personal interview is a method of direct investigation. Carefully selected and trained interviewers call personally upon individuals and solicit information. Observational studies are divided into two main categories: controlled and uncontrolled. Controlled observation demands careful definition of what is to be observed and recorded; the selection of essential data; controlled conditions of observation (eg. time, place) and the use of mechanical

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devices to assure accuracy whenever possible. In uncontrolled observation the conditions are left to the observer and factors which may influence him. The telephone interview is the quickest of survey techniques. There are several methods available, each designed to elicit a specific response from the party called.

In its simplest form, the mail questionnaire is composed of a series of questions mailed to a sample of the population. It is the most widely used of survey techniques.

The advantages of the mail questionnaire, according to Parten, (94) may be summed up as follows:

1. If mailed questionnaires are used, it is possible to cover a wider geographical area and to reach a much larger population with given funds than could be accomplished by personal interviews with each informant. This lower cost applies primarily if personal follow-ups are not made.

2. The expensive and time-consuming task of training a staff of investigators is eliminated. This assumes, of course, that a large staff will not be needed to collect the schedule data from the people who do not answer the questionnaire.

3. The informant may answer questions more frankly by mail since anonymity is assured.

4. Personal antagonism to investigators which may lead to a refusal to give the desired information is avoided.

5. The questions are standardized, whereas in the personal interview the investigator may alter them or suggest answers.

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6. The questionnaire can be answered at the convenience of the respondent. This gives him time to deliberate on each point, and if necessary to look up information needed to fill in the items. However, he may consult other members of his household, so his reply may be more representative of the family's point of view than of his own.

7. It is claimed that the mail questionnaire brings many more returns from the man of the house than does the telephone or personal interview method.

8. Where the persons to be reached are located in widely scattered areas of cities and are a mobile element of the population, it may be easier to locate them by mail (registered or special delivery) than by other methods.

Most of the advantages are offset by the following drawbacks cited by Parten (95):

1. The people who return questionnaires are not representative of the groups to whom the schedules are sent. This limitation is sufficiently great to outweigh almost all the advantages listed above.... Suffice it to say at this point that unless every effort is exerted to adjust for nonresponse or to obtain practically complete returns from everyone solicited by mail, the technique should not be used.

2. The returns from mailed questionnaires sent to the general public are usually very low, often ranging from about 10 to 20 per cent.

3. Since the informant fills in the data on the questionnaire without the assistance of an investigator, he may misinterpret questions, omit essential items, or send in material which cannot be put in form for tabulation, thus making it necessary to discard many of the questionnaires.

4. The questions used must be simple and practically self-explanatory, since no training can be given the informant on their meaning and on how to fill out the schedule.

5. Checks on the honesty and reliability of returns are difficult to devise when the personal interviewer does not see and size up the informant.

6. It is practically impossible to return unsatisfactory or incomplete schedules to the informant for correction.

7. Mail returns from the last third of the respondents come in slowly; hence the mail survey must be spread over a relatively long period, if a high percentage of returns is to be secured.

The questionnaire technique, although a popular tool, can be badly misused. It is important for the researcher to be aware of the following misuses:

1. Requests for information which is readily and more accurately available from other sources. Continued use of questionnaires for these purposes annoys the respondents so that he may become unwilling to fill out any questionnaire.

2. Failure to create an incentive to respond.

3. Inclusion of questions a respondent might consider ridiculous or unimportant.

4. Inclusions of questions which, because they suggest or because they otherwise encourage responses which favor the respondent, may result in misleading answers.

5. Inclusion of equivocal or ambiguous questions.

6. The use of questions to be answered by "yes" or "no" or specified multiple answers, when the respondent cannot be expected to answer without a considerable amount of explanation. Answers to be checked make for easy tabulation, but may lead to nonresponse or incorrect response.

7. Promises and commitments made to respondents not subsequently fulfilled.

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CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Through group discussions with DuVall and Skarbek, certain decisions were made. Information to be obtained would necessarily reflect the needs of the community. The interests of both adult and children would be considered. The only practical way of gaining the types of needed information was through a questionnaire instrument. In order to give all residents a chance to participate a general distribution would be provided. Two possible types of distribution were discussed: general mailing and personal delivery.

Having set the general objectives the instrument was then ready to be designed. Letters were sent to various agencies in the Brandywine Community inviting them to submit questions vital to their group, club, or organization. Of the thirty letters sent out, a majority was returned. With these suggestions in mind, work on the development of the instrument began. The instrument was divided into two main sections. The first section was a personal information section about the respondent. Questions one, two, and three represented general information including residency, sex and age range, and educational background. Question four represented past participation in adult education classes. Question five was an informative question for the Community School Director. Question six represented the best possible participation

days for the respondent. Question seven indicated how the respondent became aware of the Adult Education Program.

Section two was divided into seven main categories: Arts and Crafts, Hobbies, Family Education, Sports and Games, Home Improvement, Clubs, and College. Within each of these categories there were various interest activities listed. (Appendix A) Provisions were made for the respondent to indicate high interest, some interest, and no interest for adult and/or child. Space was provided under each category for personal suggestions.

After the group completed the survey instrument, the instrument was submitted to Skarbek and certain changes and additions were made by him. The instrument was then printed.

To determine whether a personal approach to distribution is more effective than a mailing approach, Huffman's Fifth Grade Class at Bell School was asked to participate. It would be their duty to distribute the instrument in the Fair Oaks and Fulkerson Park areas. To provide motivation the class took a business-like approach to the project by forming a company. This company would receive payment for the service it would provide. A contract was formulated between members of the class and the Community School Director, insuring payment for questionnaires delivered and returned. Parent, teacher and student reaction to this project was included in Appendix B.

Student-delivered questionnaires were sent out on March 11, 1974, and picked up on March 16, 1974. Those questionnaires

distributed by general mailing were sent out on March 11, 1974 and March 18, 1974, with a return cut off date of March 26, 1974.

A total of 2,116 questionnaires were sent out; 381 of which were returned. Thirty-three were either refused by the individual, or returned because of unknown address.

Results were then hand recorded by members of the research team on Optical Scanning Form answer sheets and forwarded to the Computer Center, Indiana University, Bloomington, Indiana.

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

In this chapter all data collected are presented and analyzed. Tables 1 through 8 represented the response to background information questions number 1-7. Tables 9 through 20 relate to the activity categories in the body of the questionnaire.

Table 1 is a summary of the data obtained from question one of the questionnaire.

TABLE 1: LENGTH OF RESIDENCY

	% of Response
Less than 1 year	7
1-2 years	8
3-4 years	13
5 years or more	58
No response	14

From the examination of the data it is evident that a majority (58%) of Brandywine residents have lived within the community for five years or more. A total of 28% have lived there for less than five years.

Tables 2 and 3 are summaries of data obtained from question two of the questionnaire.

TABLE 2: SEX AND AGE OF HOUSEHOLD MEMBERS

	20 or less	21-30	31-40	41-50	51 and over
Male	79%	23%	25%	25%	20%
Female	79%	28%	28%	25%	19%

Because of the possibility of multiple response the percentages of Table 2 did not agree with the percentages of the other tables in the paper. Three hundred eighty-one families responded, but it was possible for a family to consist of more than one member. To clarify the table above, the following table was devised. Table 3 represents the number of people in each category shown in percentages above, based on a total of 1,320 people represented.

TABLE 3: SEX AND AGE OF HOUSEHOLD MEMBERS
(Percentages Converted to Whole Numbers)

	20 or less	21-30	31-40	41-50	51 and over
Male	300	87	96	91	78
Female	298	105	104	87	74

A sizeable segment of the population appears in the 20 or less category.

Table 4 is a summary of the data obtained from question three of the questionnaire.

TABLE 4: EDUCATIONAL LEVEL OF THE HEAD OF THE HOUSE

	% of Response
Elementary School	4
9th Grade	9
12th Grade	37
Some college or post school training	33
College graduate or more	14
No response	3

Eighty-four per cent of the heads of the household have attained a high school education or above. A very small percentage (4%) had completed their education at the elementary school level.

Tables 5 and 6 are summaries of the data obtained from question four of the questionnaire.

TABLE 5: PREVIOUS PARTICIPATION IN ADULT EDUCATION CLASSES IN BRANDYWINE COMMUNITY (Year of Participation)

	% of Response
1974	4
1973	6
1972	7
1971	2
1970	2
1969	1
1968	1
1967 or earlier	2
Yes (with no year given)	2
No (have never attended)	63
No response	10

As indicated in the table, 27% of the respondents have attended Adult Education Classes in the Brandywine Community. However, a significant 63 per cent of the respondents have not participated in the program.

TABLE 6: PREVIOUS PARTICIPATION IN ADULT EDUCATION CLASSES IN OTHER COMMUNITIES (Year of Participation)

	% of Response
1974	3
1973	3
1972	4
1971	3
1970	3
1969	2
1968	2
1967 or earlier	14
Yes (no year given)	7
No (have never attended	45
No response	14

The table above indicated that 41% have participated in Adult Education programs sponsored by other communities. Forty-five per cent have never attended those programs sponsored by other communities.

Table 7 is a summary of the data obtained from question six of the questionnaire.

TABLE 7: CONVENIENT EVENING TO ATTEND ADULT EDUCATION CLASSES

	% of favorable response	no response
Monday	30	70
Tuesday	39	61
Wednesday	27	73
Thursday	21	79
Friday	6	94
Saturday	5	95
Sunday	3	97

Although no evening had a clear majority of favorable response, it would seem that, due to the small percentages, Friday, Saturday and Sunday would be the least favorable evenings for scheduled activities. Monday and Tuesday appeared to be the most favorable evenings for program planning.

Table 8 is a summary of the data obtained from question seven of the questionnaire.

TABLE 8: SOURCE OF INFORMATION OF THE ADULT EDUCATION PROGRAM

	% of Response
Newspaper	27
School Bulletin	62
Radio or television	2
Word of mouth	5
No response	4

The following tables represent the interest areas on the questionnaire. Each category has two tables: the first interest for each activity, the second represents the percentage of adult and/or child interest for that activity. No Resp. indicates no response.

TABLE 9: ARTS AND CRAFTS (Interest Level)

Activity	Interest			No Resp.
	High	Some	No	
Basic Art	11	25	37	27
Candlemaking	10	25	37	28
Needlework	23	30	23	24
Ceramics	23	25	27	25
Knitting	18	27	28	27
Crocheting	23	21	30	26
Flower Arranging	12	25	36	27
Woodworking	16	25	32	27

Needlework (53%), ceramics (48%), knitting (45%), and crocheting (44%) proved to be first preference activities.

TABLE 10: ARTS AND CRAFTS (Adult and/or Child Interest)

Activity	Interest			No Resp.
	Adult	Child	Both	
Basic Art	35	8	14	43
Candlemaking	35	11	13	41
Needlework	44	5	13	38
Ceramics	42	6	12	40
Knitting	43	7	12	38
Crocheting	42	4	14	40
Flower Arranging	44	2	10	44
Woodworking	41	8	10	41

Adult interest was shown in needlework (44%), knitting (43%), ceramics (42%), and crocheting (42%).

TABLE 11: HOBBIES (Interest Level)

Activity	Interest			No Resp.
	High	Some	No	
Model Building	9	15	46	30
Stamp Collecting	3	10	57	30
Coin Collecting	9	16	46	29
Photography	11	28	33	28
Folk Dancing	4	10	56	30
Antiques	12	23	38	27
Guitar	15	19	37	29
Beginning Bridge	3	5	60	32
Advanced Bridge	4	4	60	32

The following hobbies were of interest: photography (39%), antiques (35%), and guitar (34%). Little or no interest was shown in the area of bridge.

TABLE 12: HOBBIES (Adult and/or Child Interest)

Activity	Interest			No Resp.
	Adult	Child	Both	
Model Building	27	14	10	49
Stamp Collecting	28	7	12	53
Coin Collecting	34	7	10	49
Photography	34	9	12	46
Folk Dancing	33	2	9	56
Antiques	44	1	8	47
Guitar	31	12	12	45
Beginning Bridge	32	1	8	59
Advanced Bridge	31	0	9	60

Interest by adults was high in photography (34%), antiques (44%), and guitar (31%).

TABLE 13: FAMILY EDUCATION (Interest Level)

Activity	Interest			No Resp.
	High	Some	No	
Reading for Fun	21	24	26	29
Sociology	6	18	45	31
Philosophy	8	17	45	30
State/Local Gov't.	10	30	30	30
Math for Fun	6	18	45	31
Speed Reading	17	20	33	30
Ecology	8	24	36	32
Typing	12	27	32	29
Drafting	7	12	48	33
Cooking	21	24	26	29
Sewing	29	30	18	24
Yoga	9	11	51	29
Auto Shop	14	21	35	30
Astrology	6	12	51	31
Electricity	8	20	42	30
Shorthand	6	14	50	30
Bookkeeping	8	20	41	31
Open Library	16	20	34	30
Teacher Aides	7	17	43	33
Prenatal Care	6	8	54	32
Parent/Child Relations	16	20	34	30
Pre-School	11	11	46	32
G.E.D. Preparation	3	10	50	37
High School Completion	12	6	51	31
Amer. Indian Study	4	13	50	33
Spanish Amer. Study	2	7	58	33
Black Culture	2	7	58	33

TABLE 14: FAMILY EDUCATION (Adult and/or Child Interest)

Activity	Interest			No Resp.
	Adult	Child	Both	
Reading for Fun	30	6	22	42
Sociology	35	2	8	55
Philosophy	35	2	7	56
State/Local Gov't.	43	2	6	49
Math for Fun	28	8	10	54
Speed Reading	35	5	12	48
Ecology	29	4	13	54
Typing	38	5	11	46
Drafting	31	5	8	56
Cooking	36	5	14	45
Sewing	45	5	13	37
Yoga	33	3	8	56
Auto Shop	36	6	8	50
Astrology	31	3	9	57
Electricity	35	3	10	52
Shorthand	35	3	7	55
Bookkeeping	39	2	8	51
Open Library	29	5	16	50
Teacher Aides	36	3	7	54
Prenatal Care	34	2	6	58
Parent/Child Relations	41	0	8	51
Pre-School	30	4	10	56
G.E.D. Preparation	32	2	6	60
High School Completion	35	3	7	55
Amer. Indian Study	31	2	9	58
Spanish Amer. Study	30	3	7	60
Black Culture	29	1	8	62

Family education activities that were rated high were sewing (59%), cooking (45%), and reading for fun (45%).

Sewing (45%) and cooking (36%) were of interest to adults. Reading for fun showed 22% interest for both adults and child

TABLE 15: SPORTS AND GAMES (Interest Level)

Activity	Interest			No Resp.
	High	Some	No	
Open Gym	19	25	25	31
Physical Fitness	22	32	21	25
Weight lifting	9	15	43	33
Hunting Safety	10	16	42	32
Table Tennis	9	23	36	32
Tennis	20	23	29	28
Swimming	33	25	16	26
Golf	13	17	41	29
Archery	9	14	44	33
Softball	15	20	35	30
Karate	12	18	38	32
Handball	7	11	48	34
Volleyball	17	21	32	30
Basketball	19	19	32	30
Hockey	4	7	55	34
Riflery	10	14	44	32
Roller Skating	19	21	30	30
Bicycling	30	25	18	27

Majority of interest is in the areas of swimming (58%), bicycling (55%), and physical fitness (54%).

TABLE 16: SPORTS AND GAMES (Adult and/or Child Interest)

Activity	Interest			No Resp.
	Adult	Child	Both	
Open Gym	26	13	18	43
Physical Fitness	36	7	14	43
Weightlifting	28	10	9	53
Hunting Safety	29	7	13	51
Table Tennis	28	9	13	50
Tennis	29	12	14	45
Swimming	24	20	21	35
Golf	32	4	12	52
Archery	27	7	11	55
Softball	25	13	14	48
Karate	25	12	13	50
Handball	26	6	11	57
Volleyball	29	13	12	46
Basketball	26	17	11	46
Hockey	25	6	11	58
Riflery	29	8	11	52
Roller Skating	23	20	14	43
Bicycling	26	12	23	39

Physical fitness was mainly of interest to adults (36%). Both adult and child were interested in swimming (21%), and bicycling (23%).

TABLE 17: HOME IMPROVEMENT (Interest Level)

Activity	Interest			No Resp.
	High	Some	No	
Gardening	29	31	16	24
Home Repair	24	32	19	25
Landscaping	19	30	22	29
Interior Decorating	27	29	19	25
Furniture Upholstering	20	21	32	27
Furniture Refinishing	20	25	27	28

All activities under home improvement reflected high interest.

TABLE 18: HOME IMPROVEMENT (Adult and/or Child Interest)

Activity	Interest			No Resp.
	Adult	Child	Both	
Gardening	47	2	14	37
Home Repair	53	2	57	38
Landscaping	50	2	4	44
Interior Decorating	55	3	5	37
Furniture Upholstering	47	2	5	46
Furniture Refinishing	47	3	5	45

Adults were interested in all the activities in this category.

TABLE 19: CLUBS (Interest Level)

Activity	Interest			No Resp.
	High	Some	No	
Athletic Boosters	8	14	45	33
Band Boosters	6	12	49	33
Boy Scouts	11	17	40	32
Brownies	8	13	45	34
Cub Scouts	11	13	42	34
Girl Scouts	11	15	41	33
P.T.A.	5	18	40	37
P.T.O.	6	15	44	35
TOPS	3	10	52	35
Lions	2	8	54	36

Clubs are of little or no interest. Scout groups were the highest: boy scouts (28%), girl scouts (26%), and cub scouts (24%).

TABLE 20: CLUBS (Adult and/or Child Interest)

Activity	Interest			No Resp.
	Adult	Child	Both	
Athletic Boosters	32	1	10	57
Band Boosters	32	2	9	57
Boy Scouts	24	8	14	54
Brownies	24	6	13	57
Cub Scouts	24	7	15	54
Girl Scouts	24	9	13	54
P.T.A.	36	0	7	57
P.T.O.	35	0	7	58
TOPS	33	1	7	59
Lions	31	1	7	61

Both adult and child were interested in the scout groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter is presented in three sections. The first section deals with the basic problem under study, and outlines the procedures which were followed. The second section recapitulates the findings of the research itself. The third and final section states certain conclusions which were drawn from the findings and offers recommendations for further study.

SUMMARY

The problems of this study were to analyze adult preferences for programatic development to aid the Brandywine (Michigan) Schools and their Community School Director.

A normative survey instrument was developed by selected graduate students enrolled at Indiana University at South Bend in the graduate courses Introduction to Research and Tests and Measurements. Following its development, in conjunction with the instructors Dr. Gerald O. Dudley and Dr. Charles R. DuVall, and the Brandywine Community School Director Jerome Skarbek, it was distributed to all households in the Brandywine School District.

One tract was reserved for personal delivery by selected members of one fifth grade class while the balance of the instruments were delivered by mail. No follow-up was

attempted. Some mail-delivered questionnaires were returned by the post office and some few were refused by householders when contacted by students.

Following receipt of the instruments these were analyzed by the graduate students and the report published and disseminated to the Brandywine School Board and other interested members of the community.

FINDINGS

A total of 2.116 questionnaires were distributed. The fifth grade class contracted to deliver 590 questionnaires. The children returned 183 (31%) of their contract. Mailed delivery was used for 1,526 questionnaires. Of these 198 (13%) were returned by mail. Results indicated personal contact for distribution and collection of questionnaires produced a better return.

The area of Home Improvement was rated highest by adults in each activity. It is evident that classes need to be established for gardening, home repair, landscaping, interior decorating, furniture upholstering, and furniture refinishing.

The only categories which were of interest to the children were swimming and roller skating.

Since the questionnaire was answered by adults, the adults appeared to be more interested in the various activities than the children.

The questionnaire was devised to find adult and child interests in the various educational activities and programs. Results indicated that interests were categorized and should be of service to the Brandywine Community School Director.

CONCLUSIONS

1. This study is an adequate first attempt at data gathering and should be of limited use in program development.

2. The data, because of the nature of the respondents, may have more use in generalizations to the adult population of the school district than to the childrens preferences.

Recommendations for further study.

1. It is recommended that additional studies of this type be conducted at three to four year intervals.

2. Other community interest and demographic studies should be conducted in order tc assist school officials and elected board members in the performance of their duties.

3. Data should be so organized and classified that it may be used, studied, and updated from time to time without the necessity of total replication of already existing studies.

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REFERENCES

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APPENDIX A

Preliminary Correspondence

and

Questionnaire

BRANDYWINE PUBLIC SCHOOLS

BERRIEN COUNTY DISTRICT NO. 48
1700 BELL ROAD PHONE 683-4800
NILES, MICHIGAN 49120

THOMAS C. CLARKE, *President*
EARL J. ADAMS, *Secretary*
MICHAEL McGREGOR, *Treasurer*
ALLEN B. BROOKS, *Trustee*
ELLWIN L. COULSTON, *Trustee*
BERNARD W. STREETS, JR., *Trustee*
ALFRED J. WETZEL, *Trustee*

EDWARD J. OSSMANN
Superintendent of Schools
JOAN F. KENNY
Administrative Assistant
JEROME R. SKARBEK
Community School Director

December 7, 1973

TO WHOM IT MAY CONCERN:

The Brandywine Community School Office is attempting to take a survey of the Brandywine School District to better understand community needs, interests and resources.

This project is a cooperative effort of an Indiana University Graduate Student research team, a group of Brandywine Students and this office. Since you deliver a service to this community, data gathered through a survey instrument may make your organization more effective.

In the enclosed letter the Research Team invites you to submit questions vital to your group, club or agency. These questions will be included in the survey with the computerized results made available to you in May. Due to the uniqueness of this project, there is no fee required for your participation.

Sincerely,

Jerome R. Skarbek

Jerome R. Skarbek
Community School Director

JRS/ps

Enc.

HELP US HELP BRANDYWINE

As master-degree candidates from Indiana University of South Bend, we are working in conjunction with the Brandywine Community School Director, Jerry Skarbek. Together we are hoping for utilization of the schools through community participation.

It is our intent to: 1) identify your community needs; 2) to help people to become more aware of the availability of the school facilities, and 3) to encourage people to use these facilities through organized programs.

In March of 1974 we will be sending out a questionnaire to a randomly sampled segment of the Brandywine Community. In order for it to be an effective instrument, we need your cooperation in formulating questions which will appear on the survey.

What unanswered questions do you have? How would you like to see the school facilities used? What do you have to offer the community? How can the community help you? Is there any other information that you would like our questionnaire to cover?

Please submit your questions to us on or before December 21, 1973. We have enclosed a self-addressed stamped envelope for your convenience. The results of the survey will be made available in May of 1974. Thank you for your time and cooperation.

Suzanne Bitsko
Carolyn Crandall
Darlene Jackman
Janice Keltner
Kathryn Overpeck
Susan Robinett

BRANDYWINE COMMUNITY SCHOOL PROGRAM

FOR ALL PEOPLE OF ALL AGES AT ALL TIMES

SURVEY

PURPOSE:

What kind of programs do you want in Brandywine? This survey will help the Community School Program better serve you and ALL people of the school district. But first, however, your interests must be made known, then classes and activities will be organized and scheduled.

WHO IS CONDUCTING THIS SURVEY?

The Brandywine Community School Program together with graduate students from Indiana University have developed an instrument that you can use to express your interests. Even though many hours have been put into the design of the instrument, without your cooperation no information will be gathered for programming.

METHOD OF GATHERING INFORMATION:

A group of fifth grade students will distribute and collect the questionnaire in the Fulkerson Park and Fair Oaks areas. Those people living outside these areas will receive the questionnaire in the mail with a self-addressed stamped envelope. Please complete the questionnaire as soon as possible and either return it by mail or to a fifth grade student. Your cooperation will be most appreciated.

INSTRUCTIONS:

It is most important that you complete all parts of the questionnaire. On the second page rate each activity listed for every person in your family who may have an interest.

SAMPLE:

A mother and daughter who have a high interest in knitting and ceramics and some interest in candle making and no interest in basic art would respond to the questionnaire in the following manner:

ARTS AND CRAFTS

	H	S	N	A	C
Basic Art			X	X	X
Candle Making		X		X	X
Needlework			X	X	X
Ceramics	X			X	X
Knitting	X			X	X
etc.					

BRANDYWINE COMMUNITY SCHOOL

QUESTIONNAIRE

1. For how many years have you been a member of the Brandywine School Community?

_____a. less than 1 year
_____b. 1 - 2 years
_____c. 3 - 4 years
_____d. 5 years and more

2. Place an "X" in the space for the sex and age of each person living within the household.

Male	Female	20 or less	21 - 30	31 - 40	41 - 50	51 and over

3. What is the education level (last grade completed) of the head of the house?

_____a. elementary school
_____b. 9th grade
_____c. 12th grade
_____d. some college or post high school training
_____e. college graduate or more

4. Have you ever taken an Adult Education Class? By Adult Education we mean classes or activities in which you have participated since you last left school.

In Brandywine: _____a. yes
_____b. no
If yes, what year_____

In another Community: _____a. yes
_____b. no
If yes, what year_____

5. How long has it been since you last had the opportunity to visit one of your Brandywine Schools?

_____a. last week
_____b. within a month or two
_____c. about a year
_____d. over 2 years
_____e. just have not had the need to visit

6. If you were to attend an Adult Education Class, which evening would be best for you?

_____a. Monday
_____b. Tuesday
_____c. Wednesday
_____d. Thursday
_____e. Friday
_____f. Saturday
_____g. Sunday

7. How were you informed about the Adult Education Program?

_____a. newspaper
_____b. school bulletin
_____c. radio or television
_____d. word of mouth

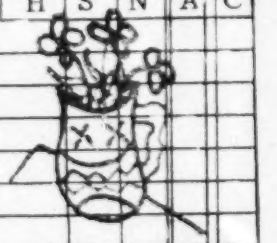
INSTRUCTIONS: Please rate EACH ACTIVITY listed by placing an "X" in the space that best describes your or your family's interest. Use the following code for the first 3 columns.

H -- HIGH INTEREST S -- SOME INTEREST N -- NO INTEREST

In the last two columns place an "X" under the "A" for ADULT INTEREST or under "C" for CHILD INTEREST.

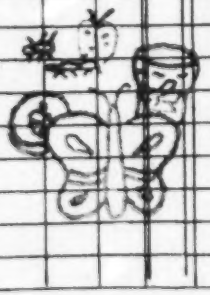
ARTS AND CRAFTS

	H	S	N	A	C
Basic Art					
Candlemaking					
Needlework					
Ceramics					
Knitting					
Crocheting					
Flower Arranging					
Woodworking					
Your Suggestion					



HOBBIES

	H	S	N	A	C
Model Building					
Stamp Collecting					
Coin Collecting					
Photography					
Folk Dancing					
Antiques					
Guitar					
Beginning Bridge					
Advanced Bridge					
Your Suggestion					



SPORTS AND GAMES

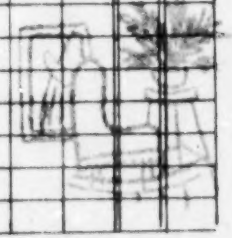
	H	S	N	A	C
Open Gym					
Physical Fitness					
Weightlifting					
Hunting Safety					
Table Tennis					
Tennis					
Swimming					
Golf					
Archery					
Softball					
Karate					
Handball					
Volleyball					
Basketball					
Hockey					
Riflery					
Roller Skating					
Bicycling					
Your Suggestion					

FAMILY EDUCATION

	H	S	N	A	C
Reading for Fun					
Sociology					
Philosophy					
State/Local Gov't.					
Math for Fun					
Speed Reading					
Ecology					
Typing					
Drafting					
Cooking					
Sewing					
Yoga					
Auto Shop					
Astrology					
Electricity					
Shorthand					
Bookkeeping					
Open Library					
Teacher Aides					
Prenatal Care					
Parent/Child Relations					
Pre-School					
G. E. D. Preparation					
High School Completion					
Amer. Indian Study					
Spanish Amer. Study					
Black Culture					
Your Suggestion					

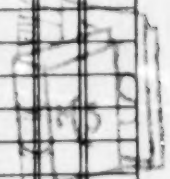
HOME IMPROVEMENT

	H	S	N	A	C
Gardening					
Home Repair					
Landscaping					
Interior Decorating					
Furniture Upholstering					
Furniture Refinishing					
Your Suggestion					



CLUBS

	H	S	N	A	C
Athletic Boosters					
Band Boosters					
Boy Scouts					
Brownies					
Cub Scouts					
Girl Scouts					
P. T. A.					
P. T. O.					
TOPS					
Lions					
Your Suggestion					



COLLEGE

	H	S	N
Southwestern			
Lake Michigan			
Western Michigan			
Michigan State			
Fine Arts			
Vocational			
Business Classes			
Education Classes			
Your Suggestion			

Thank you very much

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